

Lesson 6: **Targeting Life Skills**

Promoting Life Skills

A skill is a learned ability. Life Skills are those competencies that assist people in functioning well in the environments in which they live.

Youth development professionals are concerned with helping youth become competent in the life skills that will prepare them for transition to adulthood. As we discussed in lesson two, helping youth meet their basic needs and develop the competencies important to their immediate and future success is the role of the youth development professional. In 4-H, we talk about positive youth development because we are focusing on developing skills that are healthy and productive for both youth and their communities.

Positive youth development programs identify the skills within the five targeted competency areas that are appropriate to the age of the youth in the program and offer experiences to teach these skills. Because skills are best learned through practice, many experiences that teach or reinforce skills must be provided. Mastery of any skill requires opportunities to try, make mistakes, and try again.

Skills are learned in sequential steps related to the age and stage of development of the young person. Consequently, it is important to understand the developmental tasks and characteristics common to the ages of the youth with whom you work. As a youth development professional, you are expected to have and apply this knowledge. Training to increase your understanding of the growth and development of youth is available in all states. If you are a youth development professional partnering with 4-H, you can contact your county 4-H agent for a schedule of training opportunities available through Extension. If you are an Extension employee, contact your state 4-H office for help in obtaining additional training in the ages and stages of youth development

Effective youth serving organizations deliver programs to develop competence through an organizational framework that helps members and staff understand their mission. As a youth development professional, you are expected to be familiar with the structure of your organization and the skills that are targeted for mastery within that structure.

4-H Framework

4-H uses a framework based upon the 4-H Pledge to organize the delivery of experiences that support the growth and development of youth. 4-H refers to this framework as a “Targeting Life Skills Model”.¹ This model addresses the skills within the five competency areas referred to earlier. In this framework, two of the competencies have been combined in order to fit the four-category structure of the pledge. The important point, however, is that the skills needed for positive growth and development are addressed through 4-H delivery format. Because these skills are inter-related, the categories in which they are placed could vary with organizational structures.

COMPETENCY

4-H FOCUS

Knowledge, Reasoning and Creativity:

HEAD

Thinking: using one’s mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.

Managing: using resources to accomplish a purpose.

Personal/Social:

HEART

Relating: establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both.

Caring: showing understanding, kindness, concern and affection for others.

Vocational/Citizenship:

HANDS

Giving: providing, supplying or causing to happen (social responsibility).

Working: accomplishing something or earning pay to support oneself through physical or mental effort.

Health/Physical :

HEALTH

Living: Acting or behaving; the manner or style of daily life.

Being: living ones life; pursuing ones basic nature; involved in personal development.

1. Hendricks, P.A. (1998). *Developing Youth Curriculum Using the Targeting Life Skills Model*, Iowa State University Cooperative Extension, Iowa State University, Ames Iowa.



SECTION II: Developing Life Skills Through 4-H Clubs

The following chart and graphic lists the skills that lead to mastery in the four categories and eight subcategories.

HEAD	HEART	HANDS	HEALTH
Thinking Learning to learn Decision-making Problem solving Critical thinking Service learning Managing Goal setting Planning/organizing Wise use of resources Keeping Records Resiliency	Relating Communications Cooperation Social Skills Conflict Resolution Accepting Differences Caring Concern for others Empathy Sharing Nurturing relationships	Giving Community Service-volunteering Leadership Responsible Contribution to group Working Marketable/useful skills Teamwork Self-motivation	Living Healthy life-style choices Stress Management Disease Prevention Personal Safety Being Self Esteem Self responsibility Character Managing feelings Self Discipline



The following graphic represents a system for targeting skills that lead to mastery of targeted competencies. We refer to them as life skills and it is these skills that 4-H addresses.



Targeting Life Skills Model

Hendricks, Pat (1998)

Targeting Life Skills Model

for a full-page version, go to: <http://www.extension.iastate.edu/4h/lifeskills/previewwheel.html>

If you are a youth development professional representing an organization other than 4-H, it will be important to know this 4-H framework as well as the structure your program uses to organize the competencies it targets.

If you are a 4-H youth development professional working in partnership with another organization, it will be important to learn the delivery framework of your partner as well as that of 4-H. By understanding both structures, you will know the expectations each organization has for staff and participants and will be able to partner more effectively.



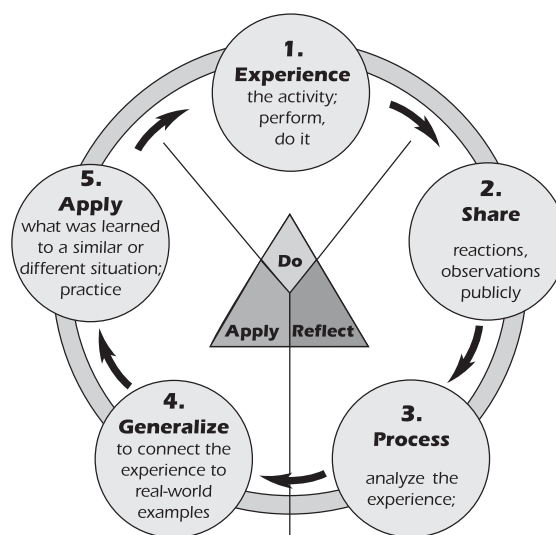
Lesson 7: **Using an Experiential Learning Model**

4-H Youth Development relies heavily upon the five steps of the experiential learning model to teach life skills. The sequential steps of the model help youth identify what they have learned from a 4-H experience or activity and to apply that learning to other experiences or situations. This model requires that the “teacher/leader” be very clear about the skill or concept targeted and that the experience and the processing questions are designed to support that learner goal. The experiential learning process engages the learners in all phases of the activity, resulting in the ability to generalize this learning to new situations.

Exploring Experiential Learning Model

4-H has adopted a process that allows youth to learn through a carefully planned “doing” experience that is followed by leader led discussion using purposeful questions. The experiential learning model by Kolb (1984) and modified by 4-H includes five specific steps:

1. Participant(s) **experience** the activity—perform or do it.
2. Participant(s) **share** the experience by describing what happened.
3. Participant(s) **process** the experience to determine what was most important and identify common themes.
4. Participant(s) **generalize** from the experience and relate it to their daily lives.
5. Participant(s) **apply** what they learned to a new situation.



When this model is used, youth both experience and process the activity. They learn from thoughts and ideas about the experience. Each step contributes to their learning.

Kolb, D. (1984) Experiential Learning: Experience as the Source of Learning and Development, Prentice Hall, Englewood Cliffs, New Jersey.

From Curriculum Development for Issues Programming: A National Handbook for Extension Youth Development Professionals (1992). Cooperative State Research and Extension Service, U.S. Department of Agriculture, pp27-28.

Also found in Pfeifer J.W. & Jones, J.E. (1985). The Reference Guide to Handbooks and Annuals, Vol. 1-10, 1972-1985, University Associates Publishers and Consultants, San Diego, California.

Providing an experience alone does not create experiential learning. Experiences lead to learning if the participant understands what happened, sees patterns of observations, generalizes from those observations and understands how to use the generalization again in a new situation. Advantages for adult/youth helpers (volunteers) in using the experiential learning process in group settings include:

- being able to assess youth's knowledge of or experiences with a subject and building upon it
- serving as a coach
- using a variety of methods to involve youth in the experience
- learning together with youth in a cooperative way

Benefits for youth participating in the experiential learning process, no matter what their individual learning style, include:

- learning from each other by sharing knowledge and skills
- working together, sharing information and evaluating themselves and others
- taking responsibility for their own learning
- relating experiences to their own lives

Reviewing the Five Steps of the Experiential Learning Model

Experience – Note the model begins with an experience. Action! This immediately focuses the attention on the learner rather than the teacher. The leader should provide guidance throughout the experience, but not be directive – the goal is for the youth to “experience” the activity in order to develop the targeted life skills. When the learner is encouraged to learn by doing, opportunities are presented for a wide variety of life skills to be practiced depending on the method used to engage the youth in the experience.

Offering a Learning Experience – Many types of activities can be used to provide a learning experience. The experience chosen will depend on the life skills being targeted and the way the learners can become involved with the content. If the intent is to have youth practice decision-making, then the experience needs to provide opportunities to practice decision-making as the subject matter is explored. Some popular activities used in 4-H to promote life skill development are:

Method	Life Skill
Playing a game	team-work, risk taking
Experiments	decision-making, problem solving
Planning Activities	team work, planning, leadership
Giving presentations	communicating
Interviewing others	communications, relating to others
Solving a problem	decision-making, problem solving
Making models & products	problem solving, leadership, accessing resources



SECTION II: Developing Life Skills Through 4-H Clubs

Processing the Experience – Debriefing the experience is what moves an experience from an activity to a learning experience. The primary purpose of processing the experience is to allow participants the opportunity to integrate their learning and provide a sense of closure or completeness to their experience. The leader can assist in this process by:

1. Setting aside enough time to reflect on the experience(s).
2. Asking the right questions.
3. Listening to the youth carefully.
4. Planning appropriate opportunities to help youth reflect on their experiences.
5. Supporting each youth's unique learning.

The questions asked to walk youth through the experiential process are critical. Leaders need to prepare the questions they will use to process the experience ahead of time. The format is critical to the learning process.

Share – Sharing is accomplished by simply asking the group or individuals to reflect upon what they did. Ask questions that help them think about

- What they did.
- What they saw; felt; heard; smelled, tasted; etc.
- What part of the experience was the most difficult and what was the easiest for them.

This step should generate information leading to the process step.

Process – In this step, the questions and discussion focus on the process of the experience or activity. Participants are asked to think about how the experience was conducted or how the activity was performed. Questions should lead youth to think about

- What procedures or steps they used in doing the activity.
- What problems or issues came up as they did the activity.
- How they dealt with these problems.
- Why the life skill they practiced is important.

Generalize – In this step, the discussion becomes more personal and focuses on what the experience meant to the participant and what was learned from it? The subject matter alone could remain the focus of the discussion in all five steps of the model. However, because 4-H focuses on helping youth develop important life skills, a major part of the discussion is shifted to the life skill the youth practiced while working with the subject matter. For example, if the method employed required the youth to work in teams to complete the activity, then questions about teamwork would be appropriate. If the

methodology requires youth to communicate then communication skills are discussed. Questions should lead youth to determine

- What they learned about (the activity objective) from the experience.
- How this learning relates to other things they have been learning.
- What similar experiences they have had with (this life skill or subject matter).

Apply – This final step in the Experiential Learning model directs youth to apply what they learned to their lives. They are asked to think about how the learning from this experience could be used at another time or under other conditions. They are lead to think about how what they have learned might change the way they approach a similar task. Application of learning can be processed for both the life skill practiced as well as the subject matter skill. Questions are structured to address

- How what they learned relates to other parts of their lives.
- How they can use what they learned.
- How they can apply what they learned to future situations.

As you facilitate the processing of the experience you will want to be very aware of the stage or step of the experiential model in which the group is working and be prepared to move the group to the next step when they are ready.

Asking the right questions is in itself a skill to be learned. Sometimes a short activity in which everyone answers the same question or simply finishes a sentence will get everyone focused. Finishing a statement like “I learned that...” or “I felt...” will stimulate discussion. You may want to ask the group to form pairs or triads to discuss something and to report the highlights of that discussion with the larger group. Remember to move with the participants. Adjust your questions based upon the responses they give. Continue to help them build on their experiences.

The most important outcome of an Experiential Learning process is that participants show they have gained new knowledge and practiced the life skill and project skill targeted. The questions discussed in the processing and application steps of the experiential model will often provide excellent feedback to both youth and leaders. Even better evaluation information can be gathered by having the group apply what they have learned to another situation. If you use experiential learning successfully some of the most important results will happen as youth apply new skills in their everyday lives.



SECTION II: Developing Life Skills Through 4-H Clubs

Using the Experiential Learning Model with Project Meetings

When youth enroll in a project they will attend project meetings and use 4-H CCS Curricula. The Project Meeting is the heart of a member's project involvement, so it's important that the time is well planned and involves all the youth. Participants decide what to include and when, with the assistance of the 4-H Club leader. Projects are used as a way for youth to practice and learn life skills.

4-H Project curricula include manuals for the members, and leaders' or helpers' guides for the adults. All of the curricula include step-by-step instructions on using the material, general information on the project, procedures for conducting each activity, supplies needed for each activity, questions to use to process each experience, and suggestions for related activities. Generally, the 4-H curriculum is self-explanatory and easy to read. Developmental outcomes and learning indicators are included as well the life skill development that is being targeted. It is important to review the curriculum and be prepared with all necessary supplies prior to the club/project group meetings.

All 4-H Cooperative Curriculum System (4-H CCS) curricula use this model. 4-H Cooperative Curriculum Service (4HCCS) is the nationwide curriculum development system of the Cooperative Extension Service. Its mission is to provide high quality experientially based curriculum products to 4-H and other non-formal youth development organizations. Curriculum is submitted for review to a jury made up of youth development and subject matter professionals, and if it meets national standards, it becomes part of the National Collection. Over 100 curriculum products are currently available through CCS.

Adapted from:
Developing Life Skills through 4-H Activities, Thomas D. Zurcher, Ph.D., Center for 4-H Youth Development, University of Minnesota
Experiential Learning in 4-H Project Experiences, Thomas D. Zurcher, Ph.D., Center for 4-H Youth Development, University of Minnesota
Exploring the Experiential Learning Model, 4-H Cooperative Curriculum System Web Page
Targeting Life Skills Model, Patricia A. Hendricks, Ph.D., Extension Youth Development Specialist, Iowa State University Extension, 1998





Lesson 8: **Knowing and Using 4-H Curricula**

In planning experiences for youth that target life skills and help youth become aware of the concepts they have learned from those experiences, it is important to remember that young people have different learning styles and therefore will approach or respond to a learning activity differently. You will have the most success in appealing to youth in your program if you provide a wide variety of activities with opportunities for all learning styles.

Briefly, you will want to include opportunities for those who prefer to learn

- by reading (*print learners*)
- by hearing; sound and voice (*auditory learners*)
- by touching or manipulating objects. (*tactile learners*)
- from what they see; color, shape and form. (*visual learners*)
- by using their bodies; rhythm and movement. (*kinesthetic learners*)
- by working in groups (*interactive learners*)
- by working independently (*independent learners*)
- by observing others do something (*observational learners*)
- with a lot of direction
- by figuring things out with little instruction

Effective youth development professionals incorporate many activities into their programs that collectively appeal to all of these learning styles. In addition, they facilitate the processing of those activities to direct the learning toward the targeted goal.

One of the advantages 4-H has to offer the youth development field is the vast amount of curricular resources available for youth at very little cost. The rigor of the national review system assures the user of high quality, age appropriate, content accurate, user-friendly products. If you are a youth development professional partnering with 4-H to start a 4-H club, you have access to these curricula. If you are a county 4-H agent, you need to be aware of all of the materials available to support 4-H and 4-H partners in your county.

The following worksheets provide space to record information about the project handbooks you are previewing. The notes you take about these materials can be used to help your new club identify program directions. The project material offered is only a sample of the curricula available. You will want to learn about all of the CCS and state curricula.



4-H CURRICULUM SCAVENGER HUNT

Work in small groups using one set of project materials to get acquainted with 4-H Curriculum. Put an asterisk by those you are not sure of so they can be discussed with the total group. Not every question is applicable to each set of curriculum.

INFORMATION NEEDED	INFORMATION FOUND
A. <i>Obtaining Materials</i> <ul style="list-style-type: none">• What is the name of this set of curriculum?• How many pieces are there in this set of curriculum support materials?• Where can the materials be purchased?	
B. <i>Design and Development</i> <ul style="list-style-type: none">• What does the ribbon on the front cover mean?• Who developed these activity guides?• These materials have been designed to be developmentally appropriate for what grades of youth?• Who is the primary audience for each piece in the set of materials?	
C. <i>Helper's Role/guide</i> <ul style="list-style-type: none">• Is there a Helper's Guide?• Who is the person referred to as the helper?• What is the role of the helper?• Where are many of the answers to the activities in the youth guide found?• The development of what life skills are emphasized in the activity guides for the project?	



INFORMATION NEEDED	INFORMATION FOUND
<p><i>D. Incentives for Using</i></p> <ul style="list-style-type: none"> • Why would youth want to use these materials? • How does setting goals provide an incentive? • What is the Achievement Program? What is its purpose? • What recognition is available to encourage completion of the Achievement Program? 	
<p><i>E. Each Youth Activity</i></p> <ul style="list-style-type: none"> • What are the basic components or elements of each activity? • What is the importance of encouraging youth to actually do something on the page? • Often more than one question is listed for one or more of the steps of the experiential cycle. Which question should the youth write an answer to? • What are the five steps of the experiential cycle shown in each activity? • Where is the project information shown in each activity? • How could the activities in the youth guides be used in a group setting? • Where are the new words used in activities defined? • Where are the project resources including WWW sites and associations listed? 	



Lesson Plan Using the Experiential Learning Model

Experience or Activity:

Life Skill Targeted:

Project Skill Targeted

Materials Needed:

Directions:

Share Questions:

Process Questions:

Generalize Questions:

Apply Questions:

Success Indicators:

Lesson 9: **Using a Skillathon for Experiential Learning**

Life Skills and Skillathons

4-H defines the optimum development of each young person. These skills will permit youth to successfully and satisfyingly cope with everyday life. Skillathon activities help enhance each of the five major categories of life skills. These categories include: subject matter knowledge, self-awareness, decision-making, social interaction and physical skills.

What Is a 4-H Skillathon?

A Skillathon is a method of involving youth and their parents in challenging, non-competitive, learn-by-doing activities. This method of helping 4-Hers develop both personal and project skills is designed as a series of mini-learning stations with an assistant at each station. The participants rotate from station to station attempting to perform the tasks they are given. The assistant allows all team members to test their knowledge and ability before giving them any hints. This technique is referred to in 4-H as learning by doing, but 4-Hers are supported by the assistant when they falter.

Not only does a skillathon work well during a project meeting, it is also effective at a club meeting, get acquainted gathering, or recognition day. It is an excellent way to involve several project groups at once on the program. By asking various project groups to set up one or two learn-by-doing stations, the entire club can be actively involved at the same time. In addition, project groups and their leaders will gain recognition.

What Will Youth Accomplish Through a Skillathon?

1. They will evaluate their ability to solve the challenge/s presented by the task.
2. They will learn to work together as members of a team.
3. They will discover for themselves what they need to know to do the activity.
4. They will receive recognition for their efforts.

What is the Responsibility of the Station Assistant?

It is challenging and rewarding to assist at one of the skillathon stations. The extent to which the participants develop

project skills and life skills depends largely on how successfully the station assistant works with them. It will be important that assistants:

- Become familiar with the topic and any available project materials, supplies and training aids related to the topic.
- Compile a list of questions to ask each team.
- Set up the station to include a stand up situation, task sign and necessary supplies.
- Allow the team members to discover for themselves how to accomplish the task rather than telling or showing them how.

What are the Steps in Facilitating the Learning Situation for Each Team?

1. Divide the participants into teams of two to four members.
2. Set up the station and make supplies available to the teams.
3. Provide the participants with a realistic situation and task that will encourage a response.
4. Step back and allow the members time.
5. Respond to participants questions with questions so the answers are generated from the participants.
6. Listen carefully to the answers and presentations.
7. Accept the group's solutions.
8. Ask questions to help them build on what they presented. Ask questions that might lead members to a better or more correct solution.
9. Acknowledge and reinforce efforts with positive responses.
10. Review the process and highlight appropriate solutions.
11. When all teams have experienced all stations, review the experience and solicit ideas for conducting this activity at another meeting.
12. Following the Skillathon, ask the station assistants to review the major problems at their station and offer their solutions to each, take an inventory, and pack up all equipment and materials.

What are the Steps in Planning the Skillathon?

1. Decide on the stations wanted. Consider time and resources available.
2. Create a realistic situation and task for each station.
3. Decide on the equipment or supplies needed at each station.
4. Decide who will be in charge of each station.
5. Delegate responsibility for gathering supplies.
6. Ask someone to be in charge of dividing the group into teams of two to four.
7. Ask that same person to assign each team to a workstation, and explain the process of rotating from station to station every 10 minutes.



Skillathon Guidelines

Set up the situation

- Give a broad overview of what will happen.
- Provide further instruction in small segments, as the group progresses.
- Always keep the learning goal and objectives in mind.

Facilitate the process

- Maintain a supportive atmosphere, be aware of learners' feelings and reactions.
- Give everyone something to do at all times.
- Become involved whenever possible, but keep an eye on time.
- Let the group members assist with the process.
- Write directions for the group on an overhead or flip chart.
- Be sure all groups are on time and on task. Left on their own, one group will inevitably be completing an exercise while another group is still clarifying the task.

Facilitate learning

- Turn whatever happens into a learning experience.
- Avoid discussions that are "too deep" or that lead the group too far off target.
- In the learning cycle make the steps clear and complete.

Because of the learn-by-doing nature of 4-H projects, any single project or a combination of projects could be used to put together a successful skillathon. Normally, 6 to 10 stations make up a skillathon. However, fewer or more stations could be used depending upon the purpose and size of the group. When using combinations of projects, choose projects that have some relation to each other. Signs at each station plus the awarding of ribbons and certificates to all of the participants add to the fun.

Things to Avoid

Over Instructing

Giving too much detail.
Excessive telling (versus listening or sharing).
Pressuring people to participate.

Negotiating the Design

Arguing over interpretations of what happened.
Changing what will happen to meet the needs of one or a few of the group members.



Playing Psychological Games

Ridiculing individuals.
Deceiving people.
Interpreting an individual's behavior.

Overloading

Generating more data than can be discussed thoroughly.
Repeating an activity until it works.
Overanalyzing data.

Ending Without Closure

Leaving with unresolved tasks.
Leaving applications to chance.



Adapted from:

- Pfeiffer and James, *The 1980 and 1986 Annual Handbooks for Group Facilitators*, University Associates, Inc.
- *Experiential Learning in 4-H Project Experiences*, Thomas D. Zurcher, Ph.D., Center for 4-H Youth Development, University of Minnesota
- *Training Trainers to Teach*, Cooperative Extension 4-H System
- Max Miller, State 4-H Youth Specialist, University of Missouri, Columbia, Missouri
University of Illinois

Skillathon Station Examples

1. Computer Science – Identifying computer parts.

Situation: You have been given a box of computer parts to improve your computer.

Task: Match the names with the parts.

Supplies: Computer parts, cards with name of parts.

Directions: Match the cards to the parts. Discuss and ask questions.

2. Theater Arts Adventures – Creating a Puppet

Situation: You have been asked to put on a puppet show for children.

Task: Make a puppet from supplies available.

Supplies: Scissors, glue, yarn, construction paper, paper bags, socks, felt.

Directions: Create a puppet to use in telling a story to children.

3. Photography – Composition

Situation: You are asked to judge several photographs for competition.

Task: Place the photographs in order for best composition.

Supplies: Four photographs and judging sheet.

Directions: Look at the photographs and place in order of best composition to the worst composition. Give reason for placement on judge's score sheet.

4. A Palette of Fun – Sponge Fun

Situation: You need to make a picture for a class project. All you have are sponges, paints, and paper.

Task: Group sponges into shapes to design a picture.

Supplies: Sponges, paint, paper, paper towels, and water.

Directions: Dip sponges into paint, press onto paper to design your picture. Clean up sponges in water provided.

5. Mechanical Science – Bicycle Repair

Situation: As you are riding along, the chain comes off your bicycle.

Task: Replace the chain on your bicycle.

Supplies: Bicycle, chain and wrenches.

Directions: Demonstrate how you would put the chain back on.

6. Mechanical Science – Simple Electrical Wiring

Situation: You pick up an extension cord and find the electrical wiring is loose.

Task: Rewire the extension cord, have it approved by the station assistant and check to see if it works properly.

Supplies: An extension cord, knife and a screwdriver.

Directions: Let the members rewire the extension cord.

7. Mechanic Science – Measuring a Board

Situation: You are making a birdhouse. The plans call for a bottom board 8 inches square.

Task: Measure and mark an 8-inch square on the board making sure it is square on all sides.

Supplies: A 1-inch board, square and a pencil.

Directions: Mark an 8-inch square on the board and make sure that it is square on all sides.

8. Mechanic Science – Spark Plug

Situation: The lawn mower is not running properly. You suspect that the spark plug may be fouled.

Task: Remove the plug, clean, space and replace it properly.

Supplies: Lawn mower, spark plug, spark plug wrench, feeler gauge and cloths to use for rags.

Directions: Unscrew the spark plug from the lawn mower; clean, space and replace it properly.

9. Food and Nutrition – Measuring Dry Ingredients

Situation: The recipe calls for a cup of flour.

Task: Demonstrate how you would measure the flour.

Supplies: Flour, measuring cup, spoon or scoop, and knife.

Directions: Correctly fill a 1-cup measure with flour, sugar or another dry ingredient.

10. Food and Nutrition – Measuring Liquid Ingredients

Situation: Amanda is making muffins for her grandmother. The recipe calls for 1/2 cup of water.

Task: Measure 1/2 cup of water correctly.

Supplies: Liquid measuring cup, water.

Directions: Correctly fill a liquid measuring cup to the 1/2-cup level.

11. Clothing and Textiles-Choosing Fabric

Situation: In front of you are several choices of different textures and weights of fabric.

Task: Choose three fabrics that would be appropriate in a quilt.

Supplies: At least six different types of fabrics.

Directions: Examine the cloth samples supplied and select the



three that would be the best for a quilt top.

12. Outdoor Skills – Camping: Building a Campfire

Situation: You and a friend are on a camping trip. You want to prepare a hot evening meal and have one cooking pot to put it in.

Task: Build a basic teepee fire.

Supplies: Firewood and tinder of various sizes, lengths, etc.; tarp to cover the floor area; stones to form and imaginary fire circle.

Directions: Lay out an “A-Frame” or triangle in the center of the fire circle. Use three sticks about 1-inch thick and 1/2 foot long. In the center of the A-Frame, make a teepee of tinder materials that will burn easily.

13. Arts and Crafts – Drawing: Enlarging a Design

Situation: You received a birthday card that has a drawing on it you like very much. You want to enlarge the design and put it on a poster for your room.

Task: Select one of the designs and make an enlargement of it.

Supplies: Pencils, rulers, erasers, drawing paper and sample designs.

Directions: Select the design that you want to enlarge. Using a ruler, mark off squares over the design. Each square must be the same size. This makes a framework or grid. Make the same number of squares across the top and down the side of a sheet of paper the size you want your enlargement design to be. Draw into each square exactly what you see in your smaller squares.

